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ABSTRACT

EXPLORE is an every-student program that assesses the academic progress of eighth graders, helps them explore the wide range of career options, and assists them in developing a high school coursework plan. EXPLORE can function as a stand-alone program or as a point of entry into the American College Testing (ACT) Program's Educational Planning and Assessment System, an integrated series of assessments that includes EXPLORE, PLAN, the ACT Assessment, the Work Keys assessment, and a comprehensive monitoring and reporting system called AIM. EXPLORE contains four multiple-choice tests, English, mathematics, reading, and science reasoning, which are designed to measure students' curriculum-related knowledge and the complex cognitive skills important for future education and careers. National norms for these tests are made available. Students who take EXPLORE are also asked to provide information about their interests, needs, current education and career plans, and selected background characteristics. Supplemental materials for parents and students and score reports help make EXPLORE results useful to students and their families, as well as to teachers, administrators, and counselors. (SLD)

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EXPLORE

ED 411 287

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Helping Students Discover A World Of Possibilities

A Content Description of ACT's EXPLORE Program

TM027292

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Discovering a World of Possibilities

Eighth graders are at an exciting point in their lives—with a world of possibilities to explore. The comprehensive EXPLORE program from American College Testing (ACT) helps your students make the most of their opportunities and guides them as they plan for future education and work.

EXPLORE is an every-student program that assesses the academic progress of eighth-graders, helps students explore the wide range of career options open to them, and assists them in developing a high school coursework plan. Whether your students are considering postsecondary education or vocational training, planning to enter the workplace, or just beginning to weigh post-high school options, EXPLORE gives them—and you—a wealth of information to help them plan for the future.

EXPLORE functions as a stand-alone program or as the point of entry into ACT's Educational Planning and Assessment System (EPAS)—an integrated series of assessment programs that includes EXPLORE, PLAN, the ACT Assessment, and Work Keys, and a comprehensive longitudinal monitoring and reporting system called AIM. Used together, the EPAS programs give educators at the middle-school and secondary-school levels a powerful, interrelated sequence of instruments to monitor, document, and assess student development from the eighth through twelfth grades.

Turn the page and see how you can help your students discover *their* world of possibilities—and turn those possibilities into realities—with EXPLORE.

EXPLORE provides valuable information you can use to:

- Place students in appropriate courses
- Assist students in formulating high school plans
- Help students develop the foundational skills necessary for success in the workplace
- Encourage student interest in and preparation for math and science careers
- Identify and encourage students who show potential for postsecondary success
- Demonstrate the impact of Perkins funding
- Develop a school public relations or public accountability plan
- Introduce students to DISCOVER—ACT's computer-based career exploration program for junior high/middle schools

EXPLORE Offers Benefits for Everyone

EXPLORE offers benefits for everyone involved in ensuring students' future academic and career success.

Students Through assessment and guidance activities, students begin to develop a picture of their current academic development and their plans for education and careers. EXPLORE gives students information they can use while they still have ample time to make adjustments in course plans, study skills, and other important areas.

Parents EXPLORE is "family friendly," designed to promote parent/student dialogue and to involve parents in their child's education at an important developmental stage. Parents are encouraged to take an active role in helping their child plan for the future.

Teachers EXPLORE was created to assist teachers in helping students develop thinking skills in four academic areas and to help teachers shape educational interventions according to individual student needs.

Counselors EXPLORE gives counselors the variety of information they need to effectively guide students in high school course selection and career exploration at a time when student decisions are beginning to shape life options.

Administrators EXPLORE can provide information to help administrators determine whether students are aware of and planning for the challenges of work or continued study after high school. EXPLORE data also can be useful in curriculum development, review of instructional methods, and evaluation of program quality and effectiveness. School districts use EXPLORE information to demonstrate accountability and to identify districtwide strengths and weaknesses.

EXPLORE Program Components

Introduced in fall 1992 and already used by tens of thousands of students, EXPLORE is a flexible, state-of-the-art program. Innovative features—such as the use of calculators on the Mathematics Test and student planning activities focusing on career exploration, academic/training preparation, study skills development, and high school planning—make EXPLORE one of the premier eighth-grade assessment programs.

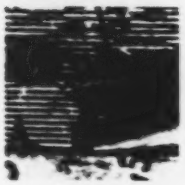
Tests of Academic Development

EXPLORE contains four multiple-choice tests—English, Mathematics, Reading, and Science Reasoning. These tests are designed to measure students' curriculum-related knowledge and the complex cognitive skills important for future education and careers. EXPLORE results provide eighth-grade students with the information they need to begin making plans for high school and beyond.

The fundamental idea underlying the development and use of the EXPLORE tests is that the best way to determine how well prepared students are for further education and for work is to measure the knowledge and skills needed in those settings. ACT conducted a detailed analysis of three sources of information to determine which knowledge and skills would be measured by EXPLORE. First, the objectives for instruction in grades six through nine for all states with published objectives were studied. Second, textbooks on state-approved lists for courses in grades six through eight were reviewed. Third, educators in grades seven through twelve and at the postsecondary level were consulted to determine the knowledge and skills taught in grades six through eight that are prerequisite to successful performance in high school. Information from these sources helped to define a scope and sequence for each of the areas measured by EXPLORE.

The EXPLORE tests are designed to be developmentally and conceptually linked to those of PLAN and the ACT Assessment. To reflect that continuity, names of the multiple-choice tests are the same across the three programs. The programs are similar in their focus on a variety of thinking skills and in their common curriculum base. Specifications for the eighth-grade program are consistent with the content and skills measured in the PLAN and ACT Assessment programs.

Comprehensive steps also have been taken to ensure that the EXPLORE tests adhere to criteria for fairness established in the *Code of Fair Testing Practices in Education.* ACT is committed to representing the diversity of our society including race, ethnicity, and gender. Test passages and items used in the assessments are deliberately chosen to reflect the range of cultures in our population.



ACT is also committed to ensuring that test items are fair—that they do not disadvantage any particular group of examinees. Extensive reviews of the fairness of test materials are rigorously conducted by both ACT staff and external consultants, and the publication, "Fairness Report for the EXPLORE Tests," is available on request. ACT also employs statistical procedures designed to ensure that its test materials do not unfairly affect the performance of any group.

English Test

The EXPLORE English Test (40 items, 30 minutes) measures the student's understanding of the conventions of standard written English (punctuation, grammar and usage, and sentence structure) and of rhetorical skills (strategy, organization, and style). The test stresses the analysis of the kinds of prose that students are required to read and write in most middle-school and secondary-school programs, rather than the rote recall of rules of grammar. The test consists of several prose passages, each accompanied by a number of multiple-choice items. Different passage types are employed to provide a variety of rhetorical situations.

Some items refer to underlined portions of the text and offer several alternatives to the portions underlined. Other items pose questions about a section of the text, or about the passage as a whole. The student must decide which alternative is most appropriate in the context of the passage, or which alternative best answers the questions posed. Many items offer as one alternative response "NO CHANGE" from the text.

Two subscores are reported for this test, a Usage/Mechanics subscore based on 25 items and a Rhetorical Skills subscore based on 15 items.

The six elements of effective writing included in the English Test are described below. The table below shows the approximate number of items in the test devoted to each category.

Usage/Mechanics

Punctuation. Items in this category test the student's knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning.

Basic Grammar and Usage. These items test the student's understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the words modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.

Sentence Structure. Items in this category test the student's understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

EXPLORE English Test

Content/Skill	Number of Items
Usage/Mechanics	25
Punctuation	6
Grammar and Usage	8
Sentence Structure	11
Rhetorical Skills	15
Strategy	5
Organization	5
Style	5
Total	**40**

Rhetorical Skills

Strategy. This category tests the student's ability to choose expressions appropriate to an essay's audience and purpose, to gauge the effect of adding, revising, or deleting supporting material, and to choose effective opening, transitional, and closing sentences.

Organization. Items in this category test the student's ability to organize ideas and to judge the relevance of statements in context (to maintain order, coherence, and unity).

Style. These items test the student's ability to select precise and appropriate words and images, to manage sentence elements for rhetorical effectiveness, to avoid ambiguous pronoun references, and to practice economy in writing.

Mathematics Test

The EXPLORE Mathematics Test (30 items, 30 minutes) measures the student's mathematical reasoning and emphasizes quantitative reasoning rather than memorization of formulas or computational skills. In particular, it emphasizes the ability to solve practical quantitative problems that are

encountered in middle-school and junior-high courses. The items included in the Mathematics Test cover four cognitive levels: knowledge and skills; direct application; understanding concepts; and integrating conceptual understanding.

EXPLORE Mathematics Test

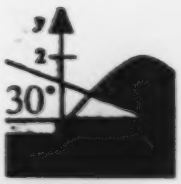
Content Area	Number of Items
Pre-Algebra	10
Elementary Algebra	9
Geometry	7
Statistics/Probability	4
Total	**30**

Students should have calculators available when taking this test and are encouraged to use the calculator with which they are most comfortable. Many questions on the test may be solved with or without a calculator, neither strategy being clearly superior to the other. The test also includes problems for which a calculator is clearly the best tool to use, and others where a non-calculator solution is recommended. Students must choose when to use and when not to use calculators.

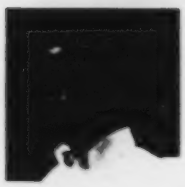
The items in the Mathematics Test are classified according to four content categories.

Pre-Algebra. Items in this category are based on operations with whole numbers, decimals, fractions, and integers. The topics covered include place value, square roots, scientific notation, factors, ratio, proportion, and percent. Formal variables are not used.

Elementary Algebra. Items in this category are based on operations with algebraic expressions. The operations include evaluation of algebraic expressions by substitution, use of variables to express functional relationships, solution of linear equations in one variable, use of real number lines to represent numbers, and graphing of points in the standard coordinate plane.



Geometry. Items in this category cover such topics as the use of scales and measurement systems, plane and solid geometric figures and associated relationships and concepts, the concept of angles and their measures, parallelism, relationships of triangles, properties of a circle, and the Pythagorean theorem. All of these topics are addressed at a level preceding formal geometry.



Statistics/Probability. Items in this category cover such topics as elementary counting and rudimentary probability; data collection, representation, and interpretation; and reading and relating graphs, charts, and other representations of data. These topics are addressed at a level preceding formal statistics.

Reading Test

The EXPLORE Reading Test (30 items, 30 minutes) measures the student's level of reading comprehension as a product of referring and reasoning skills. The test requires students to derive meaning from several passages by referring to what is explicitly stated and by reasoning to determine implicit meanings and to draw conclusions, comparisons, and generalizations. Each passage is followed by several multiple-choice items. The test focuses on the kinds of skills readers must use in studying written materials across a range of subject areas, rather than on information from outside the passage, rote recall of facts, isolated vocabulary items, or rules of formal logic.

The test includes prose passages that are representative of the kinds of texts commonly encountered in middle-school and junior-high curricula, including the social sciences, prose fiction, and the humanities.

Prose Fiction. Items in this category are based on short stories or excerpts from short stories or novels.

Humanities. Items in this category are based on passages in the content areas of art, music, architecture, theater, or dance.

Social Sciences. Items in this category are based on passages in history, social issues, popular culture topics, and current events.

EXPLORE Reading Test

Content Area	Number of Items
Prose Fiction	10
Humanities	10
Social Sciences	10
Total	**30**

EXPLORE Science Reasoning Test

Format*	Number of Items
Data Representation	12
Research Summaries	10
Conflicting Viewpoints	6
Total	**28**

*Note: The four content areas (Earth/Space Sciences, Life Sciences, Physical Sciences) are distributed across the formats.

Science Reasoning Test

The EXPLORE Science Reasoning Test (28 items, 30 minutes) measures scientific reasoning skills acquired through grade eight. The test presents six sets of scientific information, each followed by a number of multiple-choice items. The scientific information is conveyed in one of three different formats: data representation (graphs, tables, and other schematic forms), research summaries (descriptions of several related experiments), or conflicting viewpoints (expressions of several related hypotheses or views that are inconsistent with one another). The items require students to recognize and understand the basic features of, and concepts related to, the provided

information: to examine critically the relationships between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions.

The Science Reasoning Test is based on the type of content that is typically covered in science courses through eighth grade. The test includes materials drawn from the life sciences, earth/space sciences, and physical sciences. The test emphasizes scientific reasoning skills rather than recall of scientific content, skill in mathematics, or skill in reading.

ACT Interest Inventory

Students can identify and explore relevant job possibilities with the 90-item, machine-scored ACT Interest Inventory. The ACT World-of-Work Map and interpretive materials facilitate the process of career exploration.

EXPLORE Test Scores

For each of the four multiple-choice EXPLORE tests, the number of questions answered correctly is counted to obtain a raw score, which is then converted to a scale score. Scale scores for the four multiple-choice tests and the composite (the average of the four test scale scores, rounded to a whole number) range from a low of 1 to a high of 25.

In addition to the four multiple-choice test scores and the composite, English Test subscores are reported for Usage/Mechanics and Rhetorical Skills on a score scale ranging from a low of 1 to a high of 12. The subscores have been scaled independent of the English Test, so their sum will not necessarily equal the English scale score.

National percents at or below are provided for each test score, subscore, and the composite, enabling students to compare their performance to that of other eighth graders across the country. The ranks are accompanied by score bands to indicate that each score is an estimate, not a precise measurement, of academic development.

National Norms

EXPLORE norms are based on a special fall 1992 administration of EXPLORE to classes of eighth graders in public and private schools throughout the United States. They are intended to be representative of the performance of all eighth graders in the nation. A complete description of the norming process is provided in the EXPLORE *Technical Manual*.

Norms are reported as "percents at or below" (national rank). They indicate the percent of examinees in the norming study who received the same or a lower scale score.

Student Information

When your students take EXPLORE, they are asked to provide identification information as well as information about their interests, needs, current education and career plans, and selected background characteristics. This information can help you build more complete profiles of individual students and can be a valuable resource in counseling activities.

For example, the EXPLORE needs assessment asks students to identify the level of help they feel they need in each of ten areas:

- Expressing ideas in writing
- Increasing reading speed
- Increasing reading comprehension
- Developing math skills
- Developing study skills and study habits
- Developing test-taking skills
- Understanding and using computers
- Selecting the right high school courses
- Investigating options for education after high school
- Learning about financial aid for education after high school

Supplemental Local Items

The EXPLORE answer sheet provides space for your school to administer up to 12 local questions to collect additional information about your students' backgrounds, plans, needs, and opinions. The student responses are summarized in your EXPLORE *School Summary Report* (see page 12).

Guidance Activities

Activities in *It's Your Future: A Student's Guide to EXPLORE* give your students an opportunity to begin exploring career options, organizing information to develop high school coursework plans, and learning more about good study habits.

These guidance activities should be completed in small groups or in classrooms under the supervision of a counselor or teacher who is familiar with the materials, the processes, and the resources available to supplement *It's Your Future: A Student's Guide to EXPLORE*.

Coursework Planner

The "Coursework Planner" helps students organize information relevant to course planning decisions. Through a series of guided steps, students consider general course recommendations for a variety of career areas, as well as for courses offered locally. The steps are tied to students' results from "Exploring Your Job Possibilities" and the selection of a trial job choice.

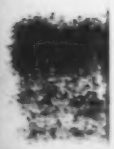
Study Skills Checklist

The "Study Skills Checklist" introduces students to the concepts of effective study habits and offers a series of tips to guide them in developing good study skills. Parents also are given several suggestions to help students improve their study skills and learning environment.

EXPLORE Administration and Scoring

The multiple-choice EXPLORE tests can be administered any time during the school year. They may be given in separate class periods or in a single sitting; each of these tests requires 30 minutes testing time.

Multiple-choice test materials are available in packages to serve 30 students. Prices include student and administrator materials, scoring services, and standard student and school reports. Standard reports are returned three to four weeks after ACT receives completed answer sheets. Test booklets are reusable for three consecutive years.



EXPLORE Support Materials and Reporting Services

EXPLORE support materials and reporting services are designed to help students, parents, teachers, counselors, and administrators understand the purposes of the program and the information it provides.

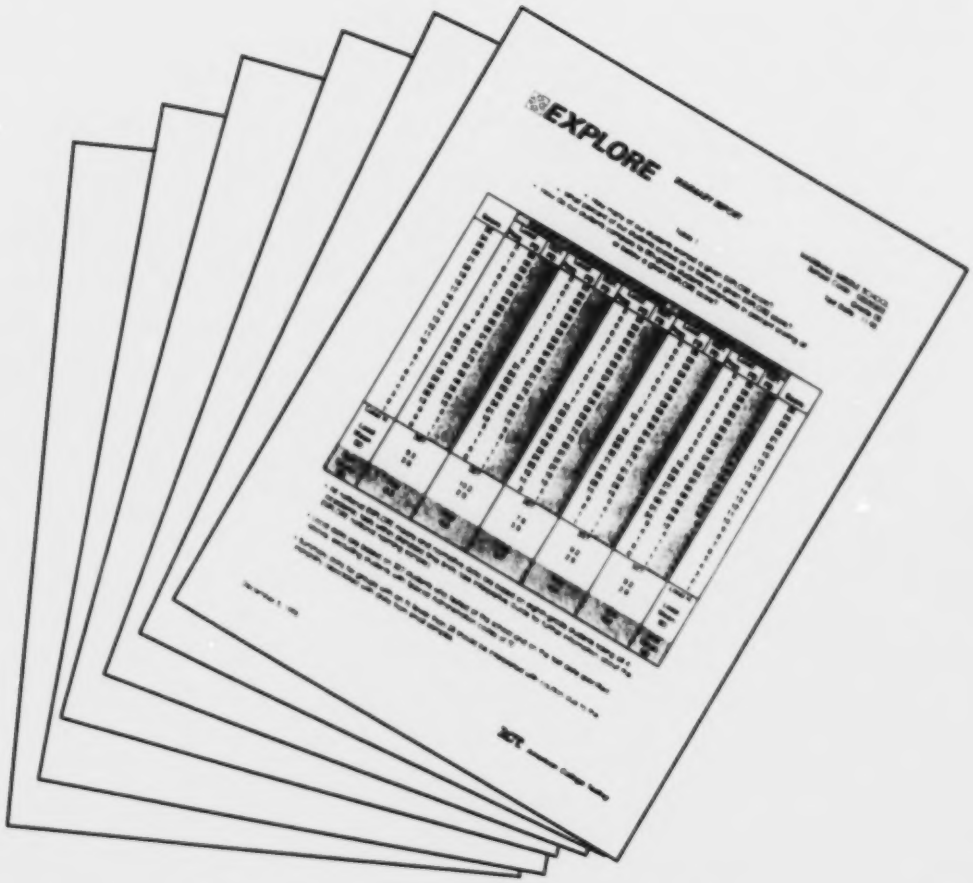
Materials for Students and Parents

Intended for distribution before the EXPLORE tests are administered, *Getting Ready for High School and Beyond* gives students and parents a brief overview of the EXPLORE program and stresses the importance of early planning and preparation for future education and careers. The brochure also provides ten tips to help students do their best in high school and offers a special message to parents.

The EXPLORE *Student Score Report* (sample on page 13) provides well-organized, easy-to-understand information about a student's performance on EXPLORE, how the student's scores compare to those of other eighth graders in the nation, and the student's self-reported needs and plans in different areas. ACT provides two copies of this report for each student.

All students who participate in the EXPLORE program also receive a copy of *It's Your Future: A Student's Guide to EXPLORE*, which helps them understand their test scores and interpret information on their score report. A series of activities in the booklet shows students how to identify their work-related interests, get started on career exploration and coursework planning, and develop ways to improve their study skills. A message to parents and information about financing post-high school training and education offer additional support for future planning.

Sample School Summary Report



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EXPLORE

SCORE REPORT

MARSHALL MIDDLE SCHOOL
School Code: 03030303

AARON, CASEY T.
ID: 123456789102
Date of Birth: 06-12-81

Grade: 8
Test Date: 11-95

Read *It's Your Future* to learn more about what these results mean. You'll also find some good ideas for EXPLORing your choices for school and future jobs or careers.

Your Test Scores: Your COMPOSITE score is the average of your four test scores. National Rank shows how your scores compare with those of students in 8th grade generally. Dashes or stars next to your National Rank show that your scores are estimates, not exact measures, of your educational development at the time you took EXPLORE. These scores are only one sign of what you know and can do in language, math, and science. As you think about your strengths and weaknesses, be sure to consider also the courses you have taken and the grades you have earned.

Knowledge and Skill Areas	Scale Scores (01-02) (01-12)	National Rank: Percent of 8th Graders Scoring At or Below Your Score (1 10 25 50 75 90 99)
English	18	—81—
Usage/Mechanics	10	—92—
Rhetorical Skills	09	—86—
Mathematics	10	—19—
Reading	17	—66—
Science Reasoning	12	—38—
COMPOSITE	14	•••52•••

Amount of Help You Said You Needed

Expressing ideas in writing	A lot
Increasing reading speed	Some
Understanding what I read	None
Developing math skills	-
Developing study skills & habits	A lot
Developing test-taking skills	Some
Understanding & using computers	None
Selecting high school courses	-
Investigating option after high school	A lot
Financing my education after high school	Some

Your High School Plans

English	4.0 years
Math/Computer Science	4.0 years
Social Studies	-
Natural Sciences	3.0 years
Foreign Language	1.0 years

Your Plans After High School

Educational Plans You Reported: 4-year college/university

Career Plans You Reported: General Health Care
World-of-Work Map Region for Your Career Plans: 12
Career Cluster: Social Service

Your Interest Inventory Results:
World-of-Work Map Regions: 7, 8, 9
Career Clusters: Technical & Science

See Part 2 of *It's Your Future* for jobs in your World-of-Work Map Regions and Career Clusters.

Code #: R55-I60-A53-S49-E31-C43

December 5, 1995

ACT American College Testing

Data shown in this report are for illustration only. They may or may not represent actual percentile ranks.

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Materials for Counselors and Other School Personnel

The EXPLORE *Program Guide* provides detailed information about program components and reports, suggestions for discussing and using EXPLORE results, and sample test items.

The EXPLORE *Technical Manual* presents EXPLORE technical specifications and reliability and validity information.

Standard School Reports

The *School Roster* and the *School Summary Report* offer accurate, objective information about the achievement, aspirations, and needs of your EXPLORE-tested students.

The *School Roster* (sample on page 15) lists each student's EXPLORE test scores, subscores, post-high school education plans, and career goals; national rank of test scores; and student-reported coursework plans. Local summary data, including mean scores and standard deviations for each test, are reported on the roster.

The *School Summary Report* (sample on page 12) aggregates data on student performance for each of the content areas covered by the tests, for students' education plans, and for their self-reported needs for assistance. This information can be useful in determining the relationship between the courses students might take in high school and their post-high school plans and goals; how various subgroups of students performed on the tests; and where you might focus school programs and services to meet student needs. The report is provided only when your EXPLORE student records include a minimum of 25 students at a grade level (grade eight or other specified grade) who have complete test scores from a standardized administration.

Supplemental Reports

EXPLORE offers a variety of supplemental reporting options at reasonable costs including student score labels, alternate sort rosters, career interest summary, data tapes or diskettes, and district composites.

EXPLORE STUDENT ROSTER

MARSHALL MIDDLE SCHOOL
School Code: 03030303

- How did our students perform on the EXPLORE tests compared to 8th-grade students nationally?
- How did our students perform on the EXPLORE tests compared to other students tested locally?
- What are their high school coursework plans?

Grade 08
Test Date: 11-95
No. of Students Listed: 310

Student Name / ID No. / Post-HS Educ. Plan / Career Plan	Grade / Spec. Admin. Codes		Scale Scores and National Percents At or Below							Number of Years Courses Planned				
			Eng	U/M	Rnd	Math	Read	Sci	COMP	Eng	Math	Soc Std	Nat Sci	For Lang †
AARON, CASEY T 123456789102 4-year college/university Marketing & Sales	08		18	10	09	10	17	12	14	4.0	4.0	4.0	3.0	1.0
		N	81%	92%	84%	19%	66%	38%	82%					
		L	xx%	xx%	xx%	xx%	xx%	xx%	xx%					
ARTHUR, PENNY J 234 86 7890 Undecided No response	08 LEP		11	06	05	11	05	11	10	4.0	3.0	3.0	2.0	3.0
		N	28%	34%	23%	28%	07%	27%	20%				*	*
		L	xx%	xx%	xx%	xx%	xx%	xx%	xx%					
CRANE, STEVEN 348678910 Training through military serv Medical Specialties/Technologies	08 TE		14	08	06	11	16	13	14	2.0	1.5	2.0	2.5	0.0
		N	50%	65%	40%	28%	64%	48%	52%	*	*	*	*	*
		L	xx%	xx%	xx%	xx%	xx%	xx%	xx%					
DELGADO, MARIA 4-year college/University Engineering/Applied Technology	08		11	06	06	17	14	14	14	1.0	4.0	2.0	-	2.5
		N	28%	34%	40%	80%	52%	53%	52%	*		*		
		L	xx%	xx%	xx%	xx%	xx%	xx%	xx%					
KIRKLAND, KERRY J 348 678456 Undecided future plans Management & Planning	07		20	12	08	18	20	16	19	4.0	3.0	4.0	2.0	4.0
		N	92%	99%	69%	85%	83%	71%	87%				*	
		L	xx%	xx%	xx%	xx%	xx%	xx%	xx%					
NELSON, JAMES 456789123 2-year college Undecided	08		14	08	06	11	19	21	16	3.0	3.0	2.5	3.0	0.0
		N	50%	65%	40%	28%	77%	93%	67%	*		*		*
		L	xx%	xx%	xx%	xx%	xx%	xx%	xx%					
SMITH, DUSTY R 000046678 No response Construction & Maintenance	08		-	-	-	09	06%	09		0.5	3.0	1.0	1.5	0.5
		N				11%	10%	15%		*		*	*	
		L				xx%	xx%	xx%						

All National (N) norms are based on a nationally representative sample of 8th graders tested in October 1992.
Local (L) norms are for the institution and test date shown, based on the corresponding Summary Report.

* Indicates less than college core coursework planned. ** Indicates test was voided by administrator. † No core established for Foreign Language

December 5, 1995

ACT American College Testing

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EXPLORE and EPAS

Although EXPLORE functions well as a stand-alone program, it is also designed to serve as a point of entry—or a baseline assessment—for the systematic monitoring of both individual student and group progress throughout the secondary-school level using ACT's Educational Planning and Assessment System (EPAS).

There are four EPAS components for the secondary-school level. The graph below shows the relationship of these components.

- EXPLORE, for all eighth graders, stimulates career exploration and helps students develop a plan for their high school years and beyond.
- PLAN, the tenth-grade midpoint in EPAS, improves students' planning and preparation for education, training, and work.
- The ACT Assessment, typically taken in eleventh or twelfth grade, is recommended for students considering college.
- Work Keys, a secondary-school program, assesses employability skills and provides information about students' readiness for the workplace.

EPAS
ACT's Educational Planning and Assessment System

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EPAS Research and Reporting Services

Schools and districts that choose to participate fully in ACT's EPAS system, using EXPLORE as the entry point and then PLAN and the ACT Assessment and/or Work Keys, have the option of participating in a new program of research and reporting services that will enable them to monitor and evaluate student performance over time.

This new service—called AIM—offers special EPAS-based reports tailored to meet the specific information needs of superintendents, principals, counselors, and teachers. The reports can be used as the basis for effective, responsive communication with a wide variety of individuals and groups interested in the performance of a school system, a school, or various subgroups of students.

The user-friendly reporting service features accessible formats; succinct, jargon-free narrative; and easy-to-read tables and graphs that can help schools:

- Assess change in performance over time for individual students and student groups by "linking" information across assessment programs.
- Highlight strengths and pinpoint areas of possible improvement in the preparation of college-bound students for postsecondary education.
- Determine strengths and identify areas where improvement may be possible in the course preparation and career planning of students who will enter the workforce after graduation.

Give Your Students the Benefits of EXPLORE

Whether your school uses EXPLORE as the entry point to the EPAS system or as a stand-alone assessment, your students will experience the benefits as they begin to build a solid foundation for future academic and career success.

Use the enclosed form to order this comprehensive program for your students or to request an Examination Kit to review EXPLORE program materials.

If you have additional questions about EXPLORE, call or write:

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Educational Services Division (11)
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Phone: 319/337-1040
FAX: 319/339-3021

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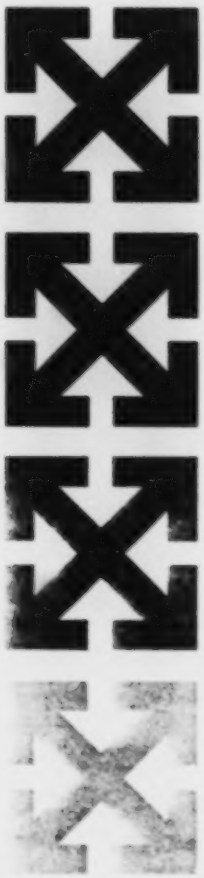

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